**WEBQUEST RUBRIC**

All teacher candidates for initial certification in the Annsley Frazier Thornton School of Education are required to create an instructional WebQuest and a reflective paper addressing the process of creating the WebQuest. The WebQuest and reflective paper must be submitted and assessed through LiveText so that student performance data can be reviewed to track individual candidate progress and for program improvement.

A minimum score of “proficient” on this benchmark assessment is required and demonstrates the candidate’s competency in program and state standards.

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|  | **Distinguished** | **Proficient** | **Apprentice** | **Novice** |
| **Overall Aesthetics** (This refers to the WebQuest page itself, not the external resources linked to it.) | | | | |
| **Overall Visual Appeal**  **KTS 1, 2, 3, 4, 6** | Appropriate and thematic graphic elements are used to make visual connections that contribute to the use of concepts, ideas and relationships.  Differences in type size and/or color are used well and consistently. | Graphic elements usually, but not always, contribute to the use of concepts, ideas and relationships.  There is usually variation in type size, color, and layout. | Graphic elements sometimes, but not always, contribute to the use of concepts, ideas and relationships.  There is some variation in type size, color, and layout. | Few or no graphic elements. No variation in layout or typography.  OR  Color is garish and/or typographic variations are overused and legibility suffers. Background interferes with the readability. |
| **Navigation & Flow**  **KTS 1, 4, 6,** | Navigation is seamless. Pages can be found easily and/or the way back is clear.  Links to pages (Introduction, Tasks, Process, Evaluation, and Conclusion) appear on each page. | Few places where navigating is unclear. Pages can be found and/or the way back is clear.  Links to pages (Introduction, Tasks, Process, Evaluation, and Conclusion) appear on most pages. | Navigation is confusing and unconventional. Pages can't be found and/or the way back isn't clear.  Links to pages (Introduction, Tasks, Process, Evaluation, and Conclusion) appear on some pages. | Navigation is not present. Pages can't be found and there is no way back.  Links to pages (Introduction, Tasks, Process, Evaluation, and Conclusion) does not appear on pages. |
| **Mechanical Aspects**  **KTS 1, 6,** | No technical problems noted. | There are 1 or 2 broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors. | There are more than 3 broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors. | There are more than 5 broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors. |
| **Introduction** | | | | |
| **Motivational Effectiveness of Introduction**  **KTS 1, 2, 6, 8** | The introduction draws the learner into the lesson.  Poses big question  Identifies a role/scenario for a minimum of two students who work collaboratively to complete the WebQuest.  Teacher’s email or other appropriate means of electronic communication are provided (Providing electronic means of communication supports collaboration and communication between students, parents and the teacher.). | Three of the following apply:  The introduction draws the learner into the lesson.  Poses big question  Identifies a role/scenario for a minimum of two students who work collaboratively to complete the WebQuest.  Teacher’s email or other appropriate means of electronic communication are provided (Providing electronic means of communication supports collaboration and communication between students, parents and the teacher.). | Two of the following apply:  The introduction draws the learner into the lesson.  Poses big question  Identifies a role/scenario for a minimum of two students who work collaboratively to complete the WebQuest.  Teacher’s email or other appropriate means of electronic communication are provided (Providing electronic means of communication supports collaboration and communication between students, parents and the teacher.). | None of the following apply:  The introduction draws the learner into the lesson.  Poses big question  Identifies a role/scenario for a minimum of two students who work collaboratively to complete the WebQuest.  Teacher’s email or other appropriate means of electronic communication are provided (Providing electronic means of communication supports collaboration and communication between students, parents and the teacher.). |
| **Task** (The task is the end result of student efforts... not the steps involved in getting there.) | | | | |
| **Connection of Task to Standards**  **KTS 1, 2, 6,** | The task is aligned to core content.  Clearly identifies what students must know and be able to do to achieve proficiency of those standards.  Students are given options for completing tasks. | The task is aligned to core content.  Identifies what students must know and be able to do to achieve proficiency of those standards.  Students are given options for completing the tasks. | Core content is identified but the task is not aligned to core content.  Does not identify what students must know and be able to do to achieve proficiency of those standards.  Students are not given options for completing the tasks. | No tasks are presented. |
| **Cognitive Level of the Task**  **KTS 1, 2 , 3, 4, 6,** | Task is doable and engaging.  Authentic activity.  The learner applies new content knowledge.  The task requires synthesis of multiple sources of information, and/or taking a position, and/or going beyond the data given and making a generalization or creative product. | Task is doable with limited engagement.  Authentic activity.  The learner applies new content knowledge.  The task requires synthesis of multiple sources of information, and/or taking a position, and/or going beyond the data given and making a generalization or creative product. | Task is confusing and not engaging.  Not an authentic activity.  The learner recalls content knowledge.  The task is merely retelling of information found on web pages and answering factual questions. | There are no tasks. |
| **Process** (The process is the step-by-step description of how students will accomplish the task.) | | | | |
| **Clarity of Process**  **KTS 1 2, 4, 6,** | Every step is clearly stated.  Learners know exactly where they are at each step of the process.  The next step is clear to the learner. | Most steps are clearly stated.  Learners usually know exactly where they are at each step of the process.  The next step is usually clear to the learner. | Some steps are clearly stated.  Learners sometimes know where they are at each step of the process.  The next step is sometimes clear to the learner. | Process is not clearly stated.  Learners do not know where they are each step of the way.  The next step is not clear to the learner. |
| **Scaffolding of Process**  **KTS 1, 2, 3, 4, 6,** | Activities are clearly related and designed to move the learner from basic knowledge to application and synthesis of new content knowledge. | Most activities are related and designed to move the learner from basic knowledge to application and synthesis of new content knowledge. | Some activities are related and designed to move the learner from basic knowledge to application or synthesis of content knowledge. | Activities are not related and do not move the learner from basic knowledge. |
| **Relevance & Quantity of Resources**  **KTS 1, 2, 3, 6,** | There is a clear and meaningful connection between all the resources and the information needed for learners to accomplish the task.  Every resource carries its weight. | There is a clear and meaningful connection between most the resources and the information needed for learner to accomplish the task.  Most resources add something new. | There is a clear and meaningful connection between some the resources and the information needed for learner to accomplish the task.  Some resources don't add anything new. | Resources provided are not sufficient for learner to accomplish the task.  OR  There are too many resources for learners to look at in a reasonable time. |
| **Quality of Resource**  **KTS 1, 2, 3, 4, 6,** | Links carry information not ordinarily found in a classroom  Minimum of seven links.  Varied resources provide meaningful information for learners to think deeply.  Links provide instructional value.  Links are appropriate. | Most links carry information not ordinarily found in a classroom.  5-6 Links  Most resources provide meaningful information for students to think deeply.  Most Links provide instructional value.  Most links are appropriate. | Some links carry information not ordinarily found in a classroom.  3-4 links are provided.  Some resources provide meaningful information for students to think deeply.  Some Links provide instructional value.  Some links are appropriate. | Links are mundane. They lead to information that could be found in a classroom encyclopedia.  Two or less links are provided.  Links do not provide instructional value.  Links are not appropriate. |
| **Evaluation** | | | | |
| **Clarity of Evaluation Criteria**  **KTS 2, 5, 6, 7** | Criteria for success are clearly stated in the form of a rubric.  The evaluation instrument clearly measures what students must know and be able to do to accomplish the task. | Criteria for success are at mostly described in a rubric.  The evaluation instrument measures most of what students must know and be able to do to accomplish the task. | Criteria for success are at least partially described in a rubric.  The evaluation instrument measures some of what students must know and be able to do to accomplish the task. | Criteria for success are at least not described.  No rubric is provided. |
| **Conclusion**  **KTS 1, 2, 3, 6,** | Thoroughly summarizes what the learners will have accomplished or learned by completing this activity or lesson.  Include rhetorical questions or additional links to encourage them to extend their thinking into other content beyond this lesson. | Provides some summary of what the learners will have accomplished or learned by completing this activity or lesson.  Include some rhetorical questions or additional links to encourage them to extend their thinking into other content beyond this lesson. | Students includes one of the two:  Provides some summary of what the learners will have accomplished or learned by completing this activity or lesson.  Include some rhetorical questions or additional links to encourage them to extend their thinking into other content beyond this lesson. | Does not summarize what the learners will have accomplished or learned by completing this activity or lesson.  Does not include some rhetorical questions or additional links to encourage them to extend their thinking into other content beyond this lesson. |
| **Teacher Page** | Core Content is identified.  Grade level is identified  Objectives are stated.  Accommodations/Modifications for students with special needs are identified. | 3 of the following apply:  Core Content is identified.  Grade level is identified  Objectives are stated.  Accommodations/Modifications for students with special needs are identified. | 2 of the following apply:  Core Content is identified.  Grade level is identified  Objectives are stated.  Accommodations/Modifications for students with special needs are identified. | 1 or less of the following apply:  Core Content is identified.  Grade level is identified  Objectives are stated.  Accommodations/Modifications for students with special needs are identified. |
| **Reflective Paper**  **KTS 1, 6, 7** | Reflection specifically identifies:   * Kentucky Core Content addressed in the WebQuest, * Objectives of the WebQuest, * How the WebQuest meets Kentucky Teacher Standard 6, * Areas of strength and for growth within the standard, * Research (Valli’s Technical Reflection) that supports the classroom use of technology in general and WebQuest in specific (with APA citations and Reference page) * Identifies assistive technologies students could use to complete WebQuest. | Reflection identifies:   * Kentucky Core Content addressed in the WebQuest, * Objectives of the WebQuest, * How the WebQuest meets Kentucky Teacher Standard 6, * Areas of strength and for growth within the standard, * Research (Valli’s Technical Reflection) that supports the classroom use of technology in general and WebQuest in specific (with APA citations and Reference page). * Identifies assistive technologies students could use to complete WebQuest. | Reflection minimally identifies:   * Kentucky Core Content addressed in the WebQuest, * Objectives of the WebQuest, * How the WebQuest meets Kentucky Teacher Standard 6, * Areas of strength and for growth within the standard, * Research (Valli’s Technical Reflection) that supports the classroom use of technology in general and WebQuest in specific (with APA citations and Reference page). * Identifies assistive technologies students could use to complete WebQuest. | Reflection does not adequately or accurately identify:   * Kentucky Core Content addressed in the WebQuest, * Objectives of the WebQuest, * How the WebQuest meets Kentucky Teacher Standard 6, * Areas of strength and for growth within the standard, * Research (Valli’s Technical Reflection) that supports the classroom use of technology in general and WebQuest in specific (with APA citations and Reference page). * Identifies assistive technologies students could use to complete WebQuest. |
| **Total=\_\_\_\_\_\_\_\_** |  |  |  |  |
|  | **Distinguished (93-100%)** | **Proficient (80-92%)** | **Apprentice (67-79%)** | **Novice (0-66%)** |